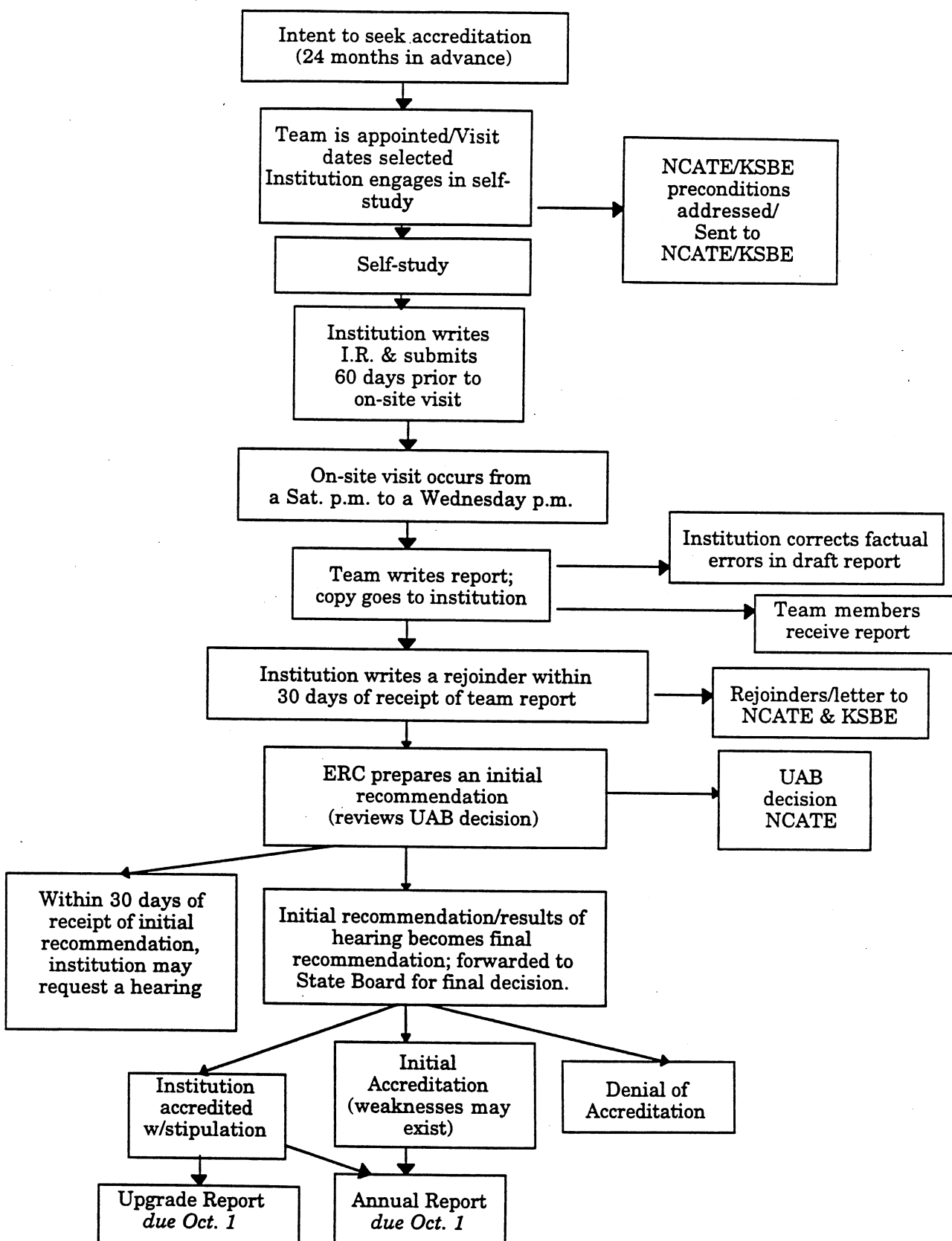


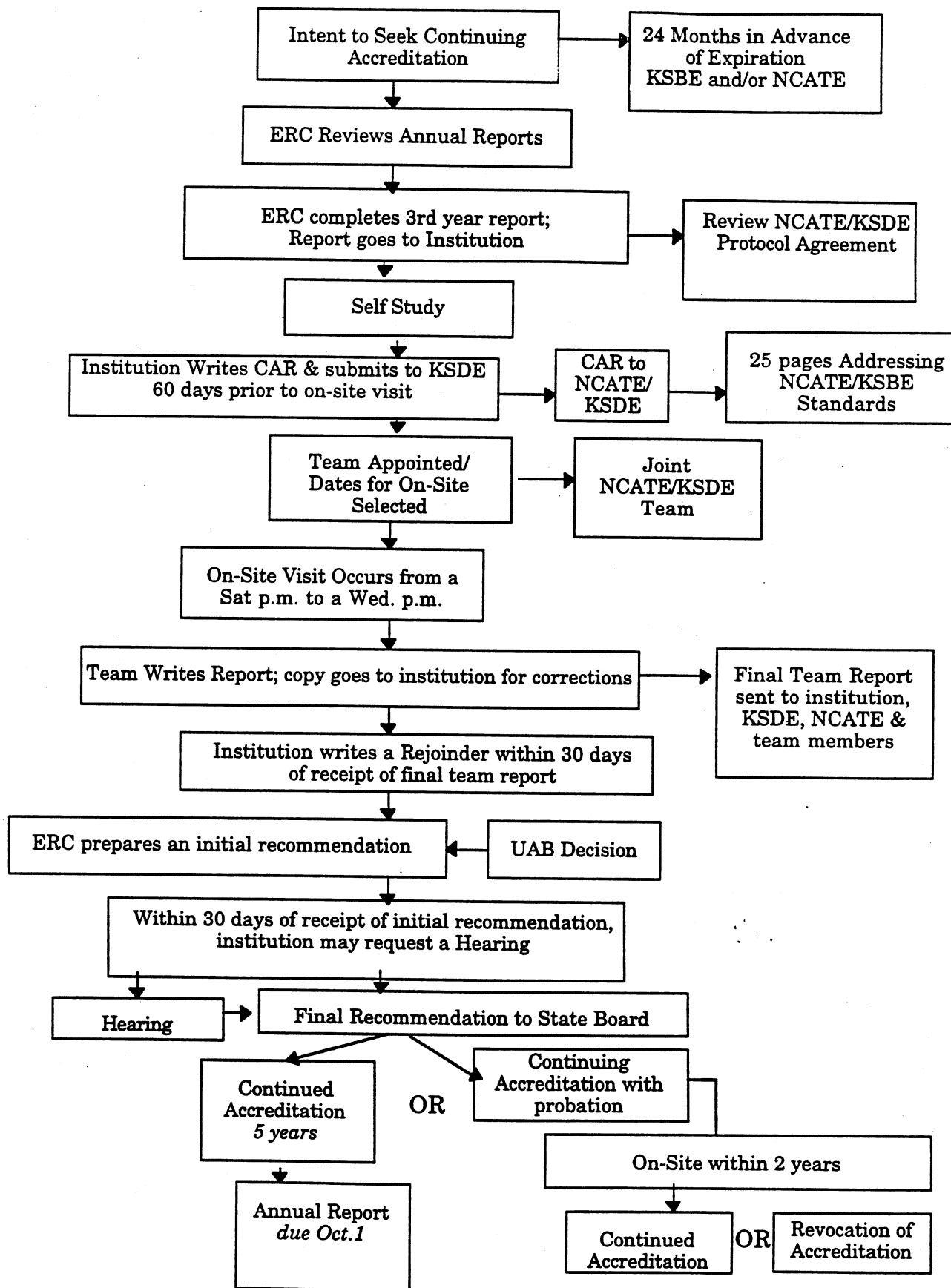
## Appendix A

### Unit Accreditation (Initial)



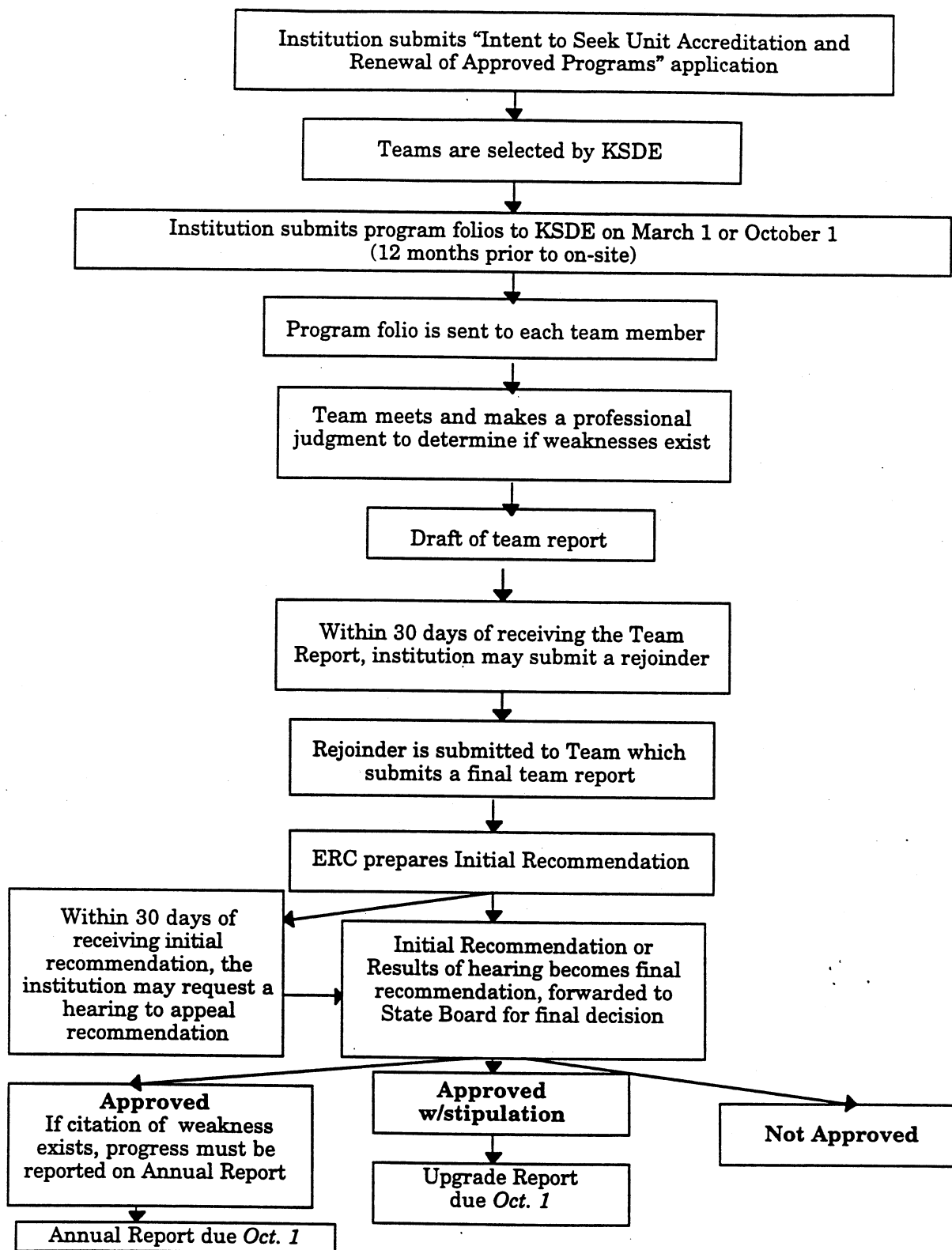
## Appendix B

### Unit Accreditation (Continuing)



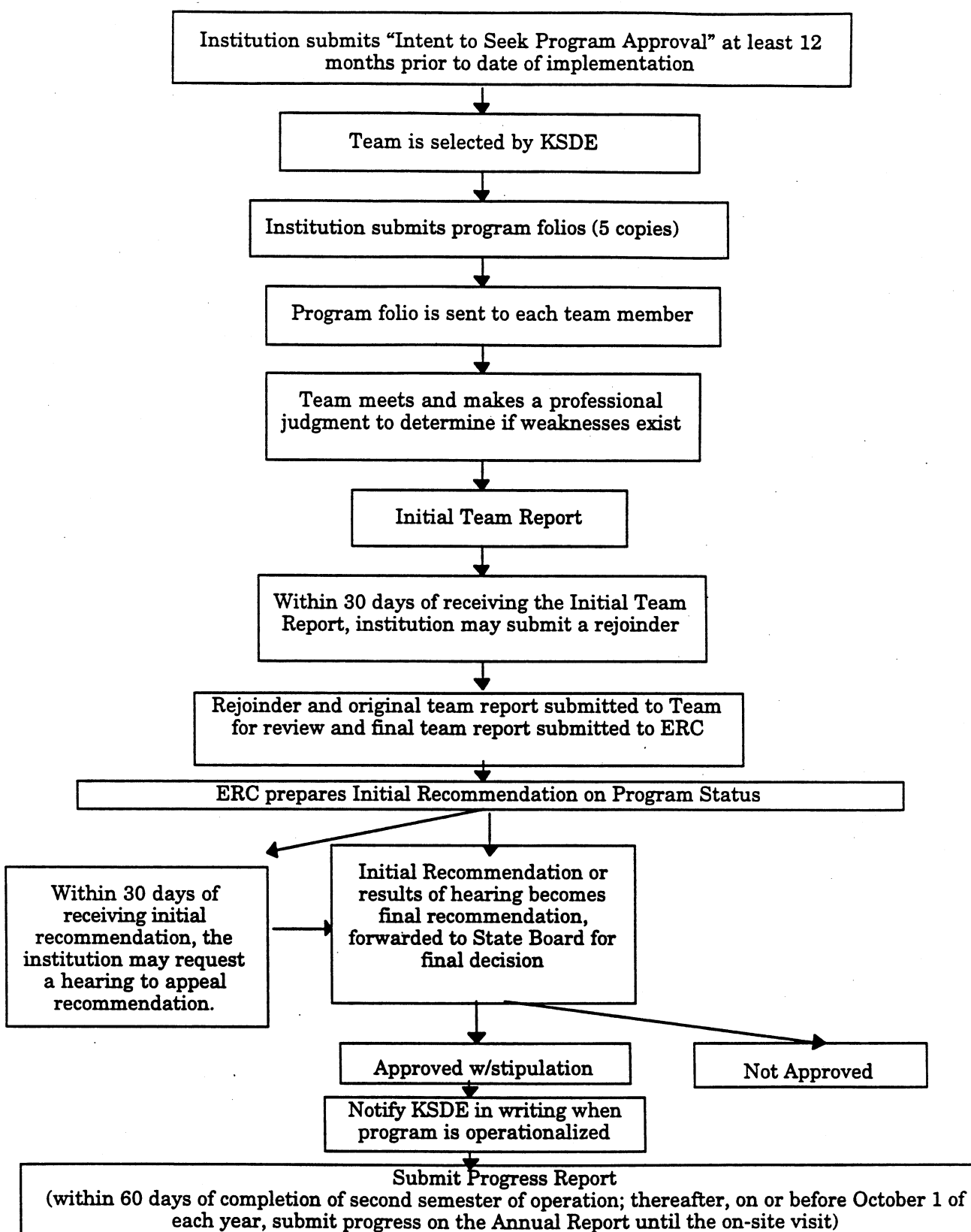
## Appendix C

### Folio Review Process for Renewal of Programs



## Appendix D

### New Program Review Process



## Appendix E

### Institutional Checklist for Folio Review

INSTITUTION:

UNIT HEAD:

\_\_\_\_\_ Program Approval Renewal

Folios Due: February or October

Folios Received:

Folios Reviewed: March or November

WHAT OCCURS	WHEN
Instruction Letter and Intent Form sent by KSDE	24 months prior to expiration
Intent to Seek Renewal of Teacher Education Programs submitted	12 months prior to expiration
Letter sent from Commissioner to institution acknowledging receipt of application	2 weeks after receipt of application
Folio folder created	upon receipt of application
Letter to folio reviewers confirming their appointment to team	90 days prior to folio review
Final list of folio reviewers sent to institution	90 days prior to folio review
Folios received at KSDE	60 days prior to folio review
Letter sent to institution acknowledging receipt of Folios	
Materials mailed to team members	30-60 days prior to folio review
KSDE Folio Team Report mailed to institution	within 10 days after folio review
Institutional Rejoinder to Folio Team Report (KSDE or Joint KSDE/BOE) received	30 days after receipt of rejoinder
Letter sent to institution acknowledging receipt of Institutional Rejoinder	25 days after receipt of team report
Rejoinder sent to team chair	
Final Team Report received	
ERC's Initial Recommendation submitted to KSBE	
Letter sent from ERC Chair informing institution of Initial Recommendation	15 days after ERC meeting
**Letter received from institution requesting hearing	
**Letter sent from Commissioner informing institution of hearing date	
**Institution submits hearing information	
**Hearing held	
Letter sent from coordinator informing institution of Final Decision and State Board action date	within 10 days of ERC meeting
Letter sent from Commissioner informing institution of KSBE Final Action	within 10 days after State Board Action

\*\*Applies only if hearing is requested

## ***Appendix F***

### **Program Folio Review Procedures Kansas State Department of Education**

Renewal of approved programs occurs by folio review rather than on-site review. Following are the KSDE folio review procedures for renewal of approved programs.

1. The institution submits 5 copies of the Program Folios to KSDE on March 1 or October 1, approximately 12 months prior to the scheduled on-site visit.
2. A letter is mailed to the institution acknowledging receipt of the Program Folio and describing the review process.
3. Within 30 days of receipt of the Program Folio, a review team of three persons with one designated as chair is selected by KSDE staff and approved by the Commissioner. Criteria for selection of team members include:
  - a. KSDE trained
  - b. Area of expertise is, as nearly as possible, the same as the program
  - c. No conflict of interest
  - d. Not a member of the ERC
4. After the review team has been assigned and at least 30 days prior to the review date, a copy of the Program Folio is sent to each team member for review. After reviewing the Program Folio, each team member completes applicable compliance rating forms in preparation for a team meeting. If there is more than one program folio for a single endorsement area, team members will review all program folios simultaneously.
5. The team meets and prepares a draft of the Program Folio Report and submits it to the three team members for review, revision, and approval.
6. The team chair submits the final draft of the Program Folio Report.

#### **COVER SHEET**

- Includes the name of the institution, name of the program being reviewed, names of the analysts, and date the report was prepared.

#### **PROGRAM REPORT**

- Provides the following information:

##### **A. Rationale**

Describes why the analysts' decisions were made. This section should include illustrations or illuminators that helped determine the weaknesses and strengths in the program.

B. Weaknesses

Indicates specific areas of concern that the analysts determines should be corrected. Weaknesses must related to a specific standard.

C. Corrections to the Program Folio

Provides corrections and/or additions to the Program Folio as needed.

7. Three copies of the Program Folio Report are submitted to appropriate representatives of the teacher education institution.
8. The head of the teacher education unit may respond and file supplemental materials pertinent to the facts and conclusions found in the Program Folio Report. Any such response (Institutional Rejoinder) must be submitted to the Commissioner within 30 days of the date the institution receives the Program Folio Report.
9. The team Program Folio Report, the Institutional Folio Rejoinder, and other applicable materials are submitted to the chair of the original folio review team with directions to do the following:
  - a. Review the Institutional Folio Rejoinder to the standards and weaknesses for the assigned programs. Consult other team members as needed to make judgments about the removal of weaknesses.
  - b. Prepare a revised Program Folio Report for any remaining weaknesses and revise the rationale accordingly.
10. Copies of the revised Program Folio Report are submitted to appropriate representatives of the teacher education institution. No additional response is permitted.
11. The team revised Program Folio Report, the Institutional Folio Rejoinder, and other applicable materials are submitted to the Evaluation Review Committee (ERC).
12. The ERC meets and determines the initial recommendation regarding the appropriate status to be assigned to each program, including the weaknesses to be cited.
13. The initial recommendation is submitted to an appropriate representative of the teacher education unit and to the Commissioner, and the institution is informed of the right to request a hearing before the ERC.
14. If a request for a hearing is not submitted, the initial recommendation becomes the final recommendation and is submitted to State Board for action.
15. If a request for a hearing, as described below, is submitted, the ERC conducts a hearing and determines its final recommendation regarding the appropriate status to be assigned to each program, including the weaknesses to be cited.

Criteria for Hearing: Within 30 days of the receipt of an initial recommendation of the ERC, the teacher education unit may submit a written request to the Commissioner for a hearing before the ERC to appeal the initial recommendation. This request must specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

16. The final recommendation is submitted to an appropriate representative of the teacher education unit and to the Commissioner.
17. The Commissioner submits the recommendation of the ERC to the Kansas State Board of Education for its consideration and determination.
18. The State Board acts on the ERC final recommendation.
19. The final action of the State Board is submitted to an appropriate representative of the teacher education unit.



## Appendix G

### Intent to Seek Renewal of Approved Teacher Education Programs

#### Institutional Information

Chief Executive Officer's Name \_\_\_\_\_

Chief Executive Officer's Title \_\_\_\_\_

Institution Name: \_\_\_\_\_

Institution Address: \_\_\_\_\_

Institution City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Type (private, regent, municipal): \_\_\_\_\_

Institution is Accredited by:

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

#### Education Unit Information

Unit Head's Name \_\_\_\_\_

Unit Head's Title \_\_\_\_\_

Unit Name \_\_\_\_\_

Unit Address: \_\_\_\_\_

Unit City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Is the unit accredited by NCATE? Yes/No \_\_\_\_\_

If Yes: Date of Last Visit \_\_\_\_\_

Basic: Yes/No \_\_\_\_\_ Advanced: Yes/No \_\_\_\_\_

Please provide the following information about the Education Unit and Programs

Basic skills tests used for admission to basic programs \_\_\_\_\_

Branch campuses \_\_\_\_\_

Centers administered by the unit \_\_\_\_\_

Off-campus programs administered by the unit \_\_\_\_\_

Consortia arrangements \_\_\_\_\_

The institution named above hereby applies for Kansas State Board of Education  
program approval as delineated on the attached chart.

\_\_\_\_\_  
Signature of Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Unit Head

\_\_\_\_\_  
Date

## Program(s) for which Approval is Requested

Legend:    ReqApp    Requesting Approval                    Numbers    Grade Levels  
               EC        Early Childhood                    B            Basic  
               K        Kindergarten                    A            Advanced

For each program for which approval is requested, mark the Requesting Approval column, the applicable grade level(s), and whether the program is basic (B) or advanced (A).

Regulation	Program	Req App	EC	K-9	5-9	7-12	EC- 12	K- 12	B	A
91-1-87	Distributive Education									
91-1-103	Health Occupation (Voc.)									
91-1-82	Agriculture (Voc.)									
91-1-83	Aerospace Education									
91-1-84a	Art Education									
91-1-85	Bilingual/Multi-cultural									
91-1-86	Business Education:									
	Bookkeeping									
	Business Law									
	Data Processing									
	Shorthand									
	Typing									
	Office Practice									
	Business Economics									
	Business Comprehensive									
91-1-148a	Computer Studies									
91-1-88	Driver Education									
91-1-89	Early Childhood Education									
91-1-90	Elementary Education									
91-1-91	English									
91-1-91a	Middle Level English									
91-1-92	English as a Sec. Language									
91-1-101a	Middle Level Foreign Lang.									
91-1-101b	Foreign Language:									
	French									
	German									
	Latin									
	Russian									
	Spanish									
	Other									
91-1-102a	Health									
91-1-104	Home Econ. (Non-Voc.)									
91-1-104a	Middle Level Home Econ.									
91-1-105	Home Econ. (Voc.)									
91-1-106	Industrial Arts									
91-1-106a	Gen. Indust. Technology									
91-1-106b	Middle Level Indust. Tech.									
91-1-106c	Auto Mechanics									
91-1-106d	Electricity/Electronics									
91-1-106e	Power & Energy Tech.									

Regulation	Program	Req App	EC	K-9	5-9	7-12	EC- 12	K- 12	B	A
91-1-106f	Plastics									
91-1-106g	Woods									
91-1-106h	Metals									
91-1-106i	Production Technology									
91-1-106j	Drafting									
91-1-106k	Graphic Arts									
91-1-106l	Visual Communications									
91-1-106m	Comp. Industrial Tech.									
91-1-108a	Mathematics									
91-1-108b	General Mathematics									
91-1-108c	Middle Level Mathematics									
91-1-109a	Music									
91-1-110a	Adapted Physical Education									
91-1-110c	Physical Education									
91-1-112c	General Science									
91-1-112d	Middle Level Science									
91-1-113b	Biology									
91-1-114a	Chemistry									
91-1-115a	Earth and Space Science									
91-1-117a	Physical Science									
91-1-118a	Physics									
91-1-119a	US Hist, Wld Hist, US Gov									
91-1-119b	Economics									
91-1-119c	Anthropology & Sociology									
91-1-119d	Geography									
91-1-119e	Comprehensive Soc. Studies									
91-1-119f	Middle Level Soc. Studies									
91-1-119g	Social Studies									
	American History									
	U. S. Government									
	Economics									
	Sociology									
	Geography									
	World History									
	Anthropology									
	Social Studies, Comp.									
91-1-120	Speech Communications									
91-1-121	Drama (Theater)									
91-1-122	Journalism									
91-1-123a	Psychology									
91-1-149	Principles of Technology									
91-1-128b	Building Administrator									
91-1-129a	District School Admin.									
91-1-127a	Supervisor									
91-1-33	Director of Special Ed.									
91-1-34	Spec. Ed. Supervisor/Coor.									



## ***Appendix H***

### **Course Syllabus Content Helpful to a Review Team and/or the ERC**

#### **Course Information**

Include such things as the course number and title, credit hours, prerequisites, meeting place and time, instructor, instructor's office hours and location, etc.

#### **Course Description**

Give the catalog or a more detailed description of what will be covered in the course.

#### **Textbook(s)**

Although this is an essential part of a syllabus, reviewers will need to see evidence beyond their personal knowledge of what is contained in a textbook.

#### **Goals/Objectives/Competencies/Outcomes**

Although goals, objectives, competencies, and outcomes are by no means synonymous terms, they can all be used successfully to accomplish the purpose of conveying what a student is to know and be able to do. If broad goals are used they should be supplemented with specific objectives, competencies, or outcomes.

#### **Course Outline/Content**

The course outline should provide additional detail beyond what is included in the objectives.

#### **Instructional Methods**

Specific details are not always needed, but general descriptions of instructional methods such as lecture, group activities, cooperative learning, and class discussion should be provided. Some program standards do require specific details about instructional methods and/or content.

#### **Activities/Requirements**

Describe class activities/assignments. Give enough detail so the reader will understand what will be learned from the activity/assignment. Activities might include oral presentations, field experiences, examinations, written papers, homework, journal article summaries, lab work, preparing a lesson plan or other project, attending a seminar, etc.

#### **Evaluation Procedures and Criteria**

Indicate the type of evaluation procedure that will be used and how activities will be used to determine the final course evaluation--letter grade, pass/fail, credit/no credit etc. (Although this is an important part of most course syllabi, folio reviewers may find limited use for evaluation techniques since they are not frequently included in standards.)

#### **Required Readings**

A full bibliography is not necessary, but a list of required readings will help document course content.

#### **Topics, Assignments, and Due dates**

A day-to-day semester schedule may not be necessary if the information is documented in other places, but reviewers have found it to be very helpful.

## *Appendix I*

### Sample Standards Matrix (91-1-91 English)

(b) Approved programs shall enable students to:

(1) Demonstrate knowledge of

<b>the acquisition and development of language,</b>		<b>Page #</b>
ED362	Syllabus - Oct. 17	22
	Oral language acquisition model	
	Kirby Ch. 1 "Where It All Comes From"	
EN310	F. Course Objectives	78
	Assignments - Feb. 5-19	
	Child Language Observation - Feb. 5	80
	Exam I, Question III and Question IV - Feb. 21	85-86
<b>the history of the English language,</b>		
EN225	F. Course Objectives	24
	Assignments - Aug. 29, Sept. 3-10, 12 - Oct. 1	26-27
	Exam I Questions I and II	29-31
EN310	F. Course Objectives	78
	Final Exam Question IV	95-96
EN331	Reading Assignments: The Harlem Renaissance - Black English - Mar. 14 and 17	122
<b>traditional and modern theories of rhetoric, and</b>		
EN300	Objective 3	51
	Syllabus - Jan. 29	52
	Berlin's taxonomy and Janet Emig	
	Syllabus - Feb. 7	53
	Rhetorical modes	
	Syllabus - Mar. 19	54
	Audience awareness	
	Syllabus - Apr. 14 and 16	54
	Whole language	
ED362	Syllabus - Oct. 29	22
	Kirby Ch. 9 "Different Voices, Difference Speakers"	
	Kirby Ch. 10 "Growing Toward a Sense of Audience"	
	Syllabus - Oct. 31	22
	Kirby Ch. 11 "Writing About Literature"	
	Kirby Ch. 13 "Expository Writing"	
EN301	Required text, Stanley Fish, <u>Rhetoric</u>	56
	Course Objectives 6	57
	Description of Phase I - paragraph "In phase one"	57-58
	Description of Phase IV - paragraph "In phase four"	58
	Writing Assignments 5, 6, 7, 8, 11, 12, 14	66-75
	Reading Syllabus - Stanley Fish	60
SC350	Course purpose	148
	Schedule - Oct. 22-31, Nov. 5-7	149

<b>more than one English grammar;</b>		
ED362	Syllabus - Nov. 21 Tchudi Ch. 11 "Exploring Language" Grammar and Standard English	22
EN300	Syllabus - Mar. 3 Noguchi <u>Grammar and the Teaching of Writing: Limits and Possibilities</u>	54
EN310	F. Course Objectives	78
	Assignment - Phonology and morphology of structural grammar - Jan. 22 - Feb. 2	80
	Exam I, Question I, II, IV	83,84,86
	Final Exam, Question I, V define 4, 6	91,97
	Assignment - Comparison and contrast of traditional and structural parts of speech - Feb. 23 - Mar. 1	81
	Assignment - Transformational grammar - Mar. 4-20	81
	Exam II, Question I.A, B, Question II.A, Question III.	87-90
	Final Exam, Question II, Question V. Define 3	92,97

**(2) Demonstrate knowledge of**

<b>the role of language in society including matters of dialect,</b>		
ED362	Syllabus - Nov. 21 Ethnic dialects	22
	Syllabus - Dec. 5 Geographic dialects	23
EN310	F. Course Objectives	78
	Assignment - Apr. 17-24	82
	Final Exam, Question IV, c), d)	96
EN320	Syllabus - Feb. 20 Bushman Ch. 5 "The Language Connection"	100
<b>semantics,</b>		
ED362	Syllabus - Dec. 5 Semantics, including generalization, specialization, melioration, and pejoration, and manipulation, including euphemisms and doublespeak	23
	Syllabus - Sept. 19 Response-based teaching of literature - Rosenblatt and Fish Probst - Ch. 1 "The Reader and the Text"	21
EN301	Writing assignment twelve	73
<b>media,</b>		
ED362	Syllabus - Dec. 3 Media - television, film, newspapers Probst Ch. 6 "Visual Literacy" Tchudi Ch. 14 "English: A Mass Medium"	23
EN320	Syllabus - Apr. 17 Bushman Ch. 9 "Young Adult Literature and Media"	101
SC350	Schedule - Dec. 10	145



SC360	Course description	146
	Specific goals -- 3 and 5	146
	Schedule - Sept. 23	148
<b>and nonverbal communication; and</b>		
ED362	Syllabus - Dec. 5	23
	Nonverbal communication	
EN320	Syllabus - Feb. 20	100
	Bushman Ch. 5 "The Language Connection"	
EN370	Objective 4	137
	Oral assignments	138
	Reading and writing syllabus - Week 6 and 7	140
	I. Study groups for oral reports - groups 4, 8, 9	
141, 142		
SC350	Schedule - Oct. 10 and 15	149
SC360	Schedule - Sept. 30	152
<b>of the functions of language in representing experience, communicating with and influencing others, and in shaping feelings and ideas;</b>		
ED362	Syllabus - Aug. 29 and Sept. 3	21
	Classroom climate	
	Kirby Ch. 3 "The Classroom Environment"	
	Tchudi Ch. 4 "The Classroom--Environment and Resources"	
	Syllabus - Oct. 17	22
	Kirby Ch. 1 "Where It All Comes From"	
	Syllabus - Oct. 29	22
EN300	Syllabus - Feb. 17	53
	Personal essay due	
	Syllabus - Jan. 31	53
	Murray Ch. 1 "Learning to Allow Learning"	
	Syllabus - Feb. 3	53
	Murray Ch. 2 "Cultivating Surprise: The Process Theory of Writing"	
	Syllabus - Mar. 19	54
	Audience awareness	
SC350	Course purpose	148
	Final paper assignment	148
	Schedule - Sept. 12 and 17	149
SC360	General goals 2 and 4	150
	Project instructions	151
	Schedule - Oct. 14, Nov. 4	152

**(3) Demonstrate knowledge of**

**the process of composing written discourse and**

ED362	Syllabus - Oct. 17	22
	Kirby Ch. 2 "Notes on the Process"	
	Kirby Ch. 12 "Revision"	

EN300	Objective 1	51
	Syllabus - Jan. 29	52
	Writing process - Emig	
	Syllabus - Jan. 31	53
	Variations on the process	
	Syllabus - Feb. 3	53
	Murray Ch. 2 "Cultivating Surprise: The Process Theory of Writing"	
	Syllabus - Feb. 24	53
	Murray Ch. 3 "Drafting, Revising, Editing"	
	Syllabus - Feb. 26	53
	Six trait model	
	Syllabus - Feb. 28	53
	Sentence combining	
	Syllabus - Feb. 14, Mar. 7, 31, Apr. 23	
53,54,55	Peer workshops	
	<b>spoken discourse,</b>	
ED362	Syllabus - Nov. 26	22, 23
	Tchudi Ch. 12 "The Spoken Language"	
	Tchudi Ch. 13 "Classroom Drama"	
EN300	Syllabus - May 2, 5, 7, 9	55
	Teaching demonstrations	
EN370	Objective 3	136
	Oral assignments	138
	Study groups for oral reports I and II	141,143
SC360	Course description	150
	Specific goals 5	150
	Requirements - field study, project, oral presentation	151
	Schedule - Dec. 2, 4, 9, 11	152
	<b>including the relationships among reading, writing, and speaking;</b>	
EN310	F. Course Objectives	78
	Assignments - Jan. 17, 19, Feb. 2, Apr. 3-15	80-82
	Exam I, Question I, Question IV, Define 5	83,86
	Final Exam, Question I, Question III, a), b)	91,94
EN320	Syllabus - Feb. 20	100
	Bushman Ch. 4 "The Reading/Writing Connection"	
	Using young adult literature to teach writing	
	Bushman Ch. 5 "The Language Connection"	
	Using young adult literature to teach language - word choice, dialects, borrowings, British English	

**(4) Demonstrate knowledge of**

**the works of major English writers and**

EN225	F. Course Objectives	24
	Assignments	26-28
	Pope (ed.) - Aug. 29 - Sept. 10	
	Chaucer - Sept. 10 - Oct. 1	
	Shakespeare - Oct. 8 - Nov. 5	
	Milton - Nov. 12 - Nov. 26	
	Swift - Dec. 3-10	

	Exam I, Question II, Question III, a), b), c)	31,32
	Exam II, Questions I, II, III, IV	33-36
	Final Exam, Questions I, II, III	37-46
EN226	Syllabus	47
	Course Description	47
	Course Objectives	47
	Exams and papers	47
	List of Readings	47-50
	Wordsworth - Jan. 24 - Feb. 3	Tennyson - Mar. 17-19
	Scott - Feb. 5	Fitzgerald - Mar. 31
	Burns - Feb.	Browning - Apr. 27
	Blake - Feb. 10	Hopkins - Apr. 7-9
	Coleridge - Feb. 14-17	Hardy - Apr. 18-21
	Byron - Feb. 19	Housman - Apr. 23
	Shelley - Feb. 21-24	Yeats - Apr. 28
	Keats - Feb. 26-28	Joyce - May 2
	Carlyle - Mar. 10	Lawrence - May 5-7
	Huxley - Mar. 12	Eliot - May 9
	Arnold - Mar. 14, Apr. 4	
EN345	Syllabus - Paragraphs 1 and 3	132
	Course Schedule	132,133
	Shakespeare Projects A and B	134
	<b>major American writers and</b>	
EN330	Syllabus - Section 1, Purpose 1	102
	Schedule - Weeks 1-7, 9-14	103
EN331	Reading Assignments	121-122
	Dickinson - Jan. 24, 27	
	Twain - Jan. 29, 31	
	Wharton - Feb. 3	
	James - Feb. 5	
	Chopin - Feb. 10	
	Crane - Feb. 14, 17	
	Dreiser - Feb. 21	
	Frost - Feb. 24, 26	
	O'Neill - Mar. 3	
	Eliot - Mar. 7, 10, 12	
	Faulkner - Mar. 31, Apr. 2, 4	
	O'Connor - Apr. 11	
	Wright - Apr. 14	
	Ellison - Apr. 14	
	<b>the works of representative writers in world literature,</b>	
EN337	Syllabus	127
	Course Description - Paragraphs 2 and 3	127
	Primary Objectives - 1, 2, 3	127
	Exams and Papers - 2a, 2b, 2e, 2f	128
	Reading List/ Exam and Paper Dates	129
	Genesis, Homer - Aug. 28	
	Apuleius, Boccaccio - Aug. 30	
	Rabelais, Arabian Nights, Grimm - Sept. 4	
	Maupassant - Sept. 13	
	Sample exam question & response on early writers in world literature - Sept. 16	
	Exam 1, early writers in world literature - Sept. 20	129

	Chekhov - Sept. 23	
	Exam 2, 19th & early 20th century writers - Oct. 16	130
	Paper - world literature writers - Oct. 23	
	IV. Recent Writers in World Literature - Nov. 1-25	130
	V. Multicultural and international Literature	130-131
	Asia - Dec. 2	
	Africa - Dec. 6	
	Latin America - Dec. 11	
	Middle East - Dec. 13	
	Final Exam - writers from Asia, Africa, Latin America, Middle East	131
EN382	Syllabus	145
	Course Description - paragraphs 1, 2, 3	145
	Course Objectives - 1, 2, 3, 4	145
	Exams and Papers - intro. paragraph, 3. Exam 4, 4. Paper 2	146
	Reading List, II.	147
	Achebe - Apr. 15-17	
	Garcia-Marquez - Apr. 22-29	
	Kingston - May 1-8	
	Solzhenitsyn - May 8	
	Final: Exam 4	147
	<b>including contemporary literature, and</b>	
EN331	Syllabus	122
	Brooks - Apr. 18	
	Wilbur - Apr. 21	
	Rich - Apr. 23	
	Levertov - Apr. 23	
	Roth - Apr. 28	
	Bellow - Apr. 30	
	Silko - May 2	
	Carver - May 5	
	Baraka - May 7	
	Albee - May 9	
	<b>demonstrate knowledge of young adult literature and</b>	
EN320	Objectives 1-5	98
	Syllabus - Jan. 23	100
	Definition, characteristics, and genre variety	
	Syllabus - Jan. 28	100
	Bushman Ch. 11 "Young Adult Literature : A Brief History"	
	Syllabus - Mar. 4	100
	Bushman Ch. 7 "Young Adult Literature and the Classics"	
	Syllabus - Apr. 22	101
	Bushman Ch. 10 "Censorship Issues"	
	Syllabus - texts - 7 representative young adult novels	98
	<b>literature of minority groups; and</b>	
EN301	Syllabus	102
	I. "In phase four,"	58
	Reading Syllabus - Week 13 - Conclusion	61
	Writing Assignments 13, 14, 15	74-76

EN320	Syllabus - Apr. 3	101
	Bushman Ch. 8 "Diversity in Young Adult Literature: Ethnic, Cultural and National"	
	Novels represent the following groups:	100,101
	Women - <u>Jacob Have I Loved, The House on Mango Street</u>	
	Religions - <u>The Chocolate War, A Day No Pigs Would Die</u>	
	African-American - <u>Roll of Thunder, Hear My Cry, Fallen Angels</u>	
	Hispanic - <u>The House on Mango Street</u>	
EN330	Syllabus	102
	Purpose 3	102
	Section 3 - Early American Literature: A Multicultural Encounter	102
	Schedule - Weeks 1-2, 4, 9	103
EN331	Syllabus	121-122
	Chesnutt - Feb. 12	
	MacKay - Mar. 14	
	Hughes - Mar. 14	
	Cullen - Mar. 17	
	Toomer - Mar. 17	
	Wright - Apr. 14	
	Ellison - Apr. 14	
	Baldwin - Apr. 16	
	Brooks - Apr. 18	
	Malamud - Apr. 28	
	Roth - Apr. 28	
	Bellow - Apr. 30	
	Silko - May 2	
	Baraka - May 7	
<b>literature of minority groups (continue from previous page)</b>		
EN370	Syllabus	136
	Objectives 5	137
	The Final Paper	138
	Reading and Writing Syllabus - Weeks 14-15	140
	I. Study Group 2	141
	II. Study Groups 1-7	143,144
<b>(5) Demonstrate knowledge of approaches to literary analysis,</b>		
<b>both classical and</b>		
EN301	Course Objectives 1	56
	Student Outcomes 3	57
	Description of Phase Two	58
	Reading Syllabus, Weeks 4-8: The Classical Tradition	60
	Writing Assignments 6, 7, 8	67-68
<b>contemporary.</b>		
ED362	Objective 4	19
	Syllabus - Sept. 19	21
	Louise Rosenblatt and Stanley Fish	
	Probst Ch. 1 "The Reader and the Text"	
	Syllabus - Sept. 24	21
	Probst Ch. 2 "The Reader and Other Readers"	

	Syllabus - Sept. 26	21
	Probst Ch. 3 "The Text and Other Texts"	
	Syllabus - Oct. 1	21
	Probst Ch. 4 "The Nature of the Genres"	
EN301	Required Texts, including Brooks and Fish	56
	Course Objectives 4	57
	Student Outcomes 3	57
	Description of Phase Four and Five	58
	Reading Syllabus, Weeks 13 to Conclusion;	
	Contemporary Voices	61
	Writing Assignments - 12, 13, 14, 15	73-76
	Final Assignment	77

## Appendix J

### Sample Standards Matrix (91-1-140a Reading Specialist)

(b) Approved programs shall enable students to:

(1) demonstrate understanding of the learning process as it applies to learning to read by:

KSBE STANDARD	COURSE	HOW MET	PAGE #
(A) identifying and explaining major principles of learning and how they apply to the teaching of reading;	RD 510	Course Objective 4 Sessions 3, 4, 6	24
	RD 528	Course Objective 1 Weeks 1, 2	43
(B) describing the cognitive development of a learner and its implications for the teaching of reading;	RD 510	Objective 4 Session 4	24
	RD 528	Objectives 5, 7 Weeks 2, 4 Requirements 2, 5	43
(C) identifying and defining major areas of the reading curriculum such as language-based reading, content area reading, and developmental and remedial reading instruction; and	RD 510	Objectives 5, 8, 11 Sessions 5, 7, 8, 9, 11	24
(D) stating instructional goals and objectives appropriate for children at various stages of reading development;	RD 510	Objectives 10, 11 Sessions 5, 11-17	24
	RD 528	Objective 5	43

(2) Approved programs shall enable students to demonstrate understanding of the nature and development of language as it relates to reading and reading instruction by:

(A) describing the developmental stages of language acquisition;	RD 528	Objectives 2-4, 6 Requirements 2, 4-6 Weeks 1-4	43
(B) describing the interactive process of experience base and language growth;	RD 528	Objectives 2, 4 Requirement 2 Week 2	43
	RD 510	Objective 4 Session 4	24
(C) describing the language capability as an underlying aspect of reading and reading instruction; and	RD 528	Objectives 2-7 Requirements 2, 4-6 Weeks 1-2, 4	43
	RD 510	Objectives 3, 4 Session 4	24
	RD 420	Session 10	8
(D) explaining the relationship of reading, as a means of communication, to the other language arts;	RD 528	Objectives 1, 5 Requirements 1, 5 Weeks 1, 5	43
	RD 510	Session 2	24

- (3) Approved programs shall enable students to demonstrate understanding of appropriate selection and management of materials by:

(A) identifying and describing types of instructional materials and equipment;	RD 510	Objectives 5, 10 Sessions 7-9	24
	RD 522	Week 11	34
	RD 524	Seminar Sessions 5, 6	39
(B) justifying selection of materials for use with individual children; and	RD 420	Sessions 2-3, 6, 10, 13	8
	RD 456	Objectives 2, 3, 5, 7, 10 Sessions 2, 5-16 Requirements 2, 3, 4	12
	RD 510	Objective 10 Session 9	24
	RD 522	Objective 5 Week 11	34
	RD 524	Objectives 3, 5 Requirement 2	39
(C) explaining strategies for management of reading materials;	RD 510	Objective 10 Session 9	24
	RD 524	Objective 5 Requirement 4 Seminar Session 6	39

- (4) Approved programs shall enable students to demonstrate knowledge of materials and strategies used to motivate pupils to read widely by:

(A) demonstrating knowledge of a variety of books and other print media that can be used to encourage reading;	RD 420	Objectives 1, 5 All Sessions	8
	RD 456	Objectives 1, 2 All Sessions Requirements 2, 3	12
	RD 510	Session 7, 12	24
(B) describing strategies that promote enjoyment of reading;	RD 420	Objective 4 Sessions 1-3, 6, 10, 13	8
	RD 456	Objectives 3-5 Requirements 3, 4 Sessions 2-3, 16	12
	RD 510	Objective 9 Session 11	24
(C) describing techniques for assessing pupils' reading attitudes and interests; and	RD 510	Objectives 9-11 Session 11	24
	RD 520	Objective 5 Requirement 3 Week 5	30
(D) describing procedures for selecting enrichment materials for pupils on the basis of interest and ability;	RD 420	Objective 3 Sessions 3, 6, 10, 13	8
	RD 456	Objective 3 Requirement 4 Sessions 2, 5-16	12
	RD 510	Objective 9 Sessions 8, 9, 11	24
	RD 522	Week 11	34



- (5) Approved programs shall enable students to demonstrate understanding of diagnostic principles and procedures by:

(A) demonstrating knowledge of the administration of appropriate instruments for use with a specific learner;	RD 520	Objectives 3-5 Requirement 3 Weeks 3-11	30
	RD 524	Objective 1 Requirement 5	39
(B) demonstrating knowledge of the administration of formal and informal assessment instruments;	RD 520	Objectives 3-5 Requirement 3 Weeks 3-11	30
	RD 522 RD 524	Weeks 9 Objective 1 Requirement 5	34 39
(C) demonstrating ability to identify appropriate referrals for additional testing as needed;	RD 520	Objective 7 Requirement 4 Weeks 14-15	30
	RD 524	Objectives 1, 4 Requirements 2, 5 Seminar Session 1	39
(D) demonstrating ability to synthesize and interpret available data; and	RD 520	Objective 7 Requirement 4 Weeks 14-15	30
	RD 522 RD 524	Requirement: Remedial Plan Objective 2 Requirements 2, 5	34 39
(E) demonstrating ability to communicate assessment results including the ability to select appropriate format;	RD 520	Requirement 3	30
	RD 524	Objectives 6, 7 Requirements 2, 5	39

- (6) Approved programs shall enable students to demonstrate understanding of instructional principles and procedures related to diagnosed needs of pupils by:

(A) describing instructional strategies typically employed in the teaching of word attack, vocabulary development, comprehension, study skills, and content-area reading; and	RD 510	Objectives 6-8 Sessions 12-17	24
	RD 522	Objectives 4, 5 Requirements: Mini-Assignments Related To At-Risk Readers Weeks 8-12	34
(B) demonstrating knowledge of proper use of assessment data to make instructional recommendations;	RD 522	Objective 5	34
	RD 524	Requirement: Remedial Plan Objectives 2, 3, 5 Requirements 2, 3, 5	39

- (7) Approved programs shall enable students to demonstrate ability to carry out the diagnostic-remediation process with a pupil perceived to have reading difficulties by:

(A) demonstrating the ability to select and administer appropriate diagnostic instruments;	RD 524	Objective 1 Requirements 2, 5	39
(B) demonstrating ability to score and interpret diagnostic instruments;	RD 524	Objectives 1, 2 Requirements 2, 5	39

(C) demonstrating ability to synthesize and report diagnostic findings;	RD 524	Objectives 2, 3, 6, 7 Requirements 2, 5	39
(D) demonstrating ability to prescribe appropriate instructional methods and materials based on diagnostic findings; and	RD 524	Objectives 3, 5 Requirement 2	39
(E) demonstrating ability to implement prescribed instructional methods and to use prescribed materials in a practicum setting.	RD 524	Objective 4 Requirement 3, 4	39

## Appendix K

### Compliance Rating Form

#### Standard 91-1-90. Elementary Education.

Standard for Compliance	Where Found in Folio	Questions to be pursued during folio review	Data to be sought during folio review	Pre-Rating
<p>Each elementary education program shall provide for:</p> <ul style="list-style-type: none"> <li>(a) The study of human development and the social, emotional, physical, and health needs of children;</li> <li>(b) The study of the sociological and behavioral sciences, with emphasis on the relation of children to their environment;</li> <li>(c) The study of teaching methods and the use of materials to teach pupils the skills of reading, writing, speaking, and listening;</li> <li>(d) A supervised practicum in the teaching of reading;</li> <li>(e) The study of the subject areas normally found in an elementary school curriculum including art, health, mathematics, music, physical education, science, and social studies;</li> <li>(f) The study of the use of methods, materials, and technology to teach skills in the subject areas normally found in an elementary school curriculum;</li> <li>(g) The study of literature appropriate for children in the elementary grades;</li> <li>(h) The study of and experiences in teaching techniques in individualized instruction, team teaching, and various methods of grouping within a self-contained classroom;</li> <li>(i) The study of and experiences in identifying, teaching, or referral of children with special needs; and</li> <li>(j) The study of and experiences in the skills required to work with parents and other adults.</li> </ul>		SAMPLE		

## ***Appendix L***

### **Procedures for Review of Programs by the Evaluation Review Committee**

1. Evaluation Review Committee members are appointed to serve on sub-review teams. There will normally be several sub-review teams with a membership of three or four. A chair will be assigned for each sub-review team.
2. Each institution is assigned to a sub-review team. Each sub-review team may have more than one institution or institution's programs to review.
3. Approximately thirty days before the ERC meeting date, Final Team Reports (a result of the initial review of folios and a review of the Institutional Rejoinders by folio review teams) are sent to ERC members for the institutions assigned them. No Institutional Reports, rejoinders or other documents will be sent but will be available for review at the meeting of the ERC.
4. Each ERC member reviews Final Team Reports in advance of the meeting of the ERC and fills out a summary chart showing his/her recommendations regarding the accreditation or approval status to be assigned to the unit and/or to each program.
5. Sub-review teams meet separately at the time scheduled on the ERC agenda. Individual recommendations are discussed and a consensus is reached on the recommendations regarding the accreditation or approval status to be assigned to the unit and/or to each program.
6. Each sub-review team is provided a report form that must be completed by the team detailing their recommendations and listing weaknesses for consideration by the full ERC.
7. The full ERC meets to determine initial recommendations, including any weaknesses to be cited, for each institution.
8. If the Coordinator sees "glitches" or problems in the folio review process, eg. a poor review team, that information is shared prior to the ERC meeting.

**Appendix M**  
**Teaching and School Administration Professional Standards Advisory Board**  
**Evaluation Review Committee Hearing Procedures**

The purpose of an Evaluation Review Committee (ERC) hearing is to allow an institution to provide missed information or to clarify information that may have been misinterpreted. Information which has already been collected by an on-site team should not be repeated at the hearing. Also, program or unit changes made since the on-site review will not be considered by the ERC and is not to be presented at a hearing.

Procedures for an Evaluation Review Committee hearing are as follows:

- (A) Person(s) designated by the unit head shall have a right to make introductory remarks not to exceed three minutes.
- (B) If more than one unit or program is being considered during a hearing, a person may make a separate presentation addressing each.
- (C) Each standard's presentation shall be limited to five minutes with a maximum of twenty minutes allowed for any one NCATE or KSBE program. The presiding officer may grant additional time at his/her discretion. Additional written comments may be submitted as part of the hearing.
- (D) Up to three minutes shall be allowed for Evaluation Review Committee members to ask questions for clarification from the person making the presentation. The responses to the questions shall be included in the three-minute time limit. The presiding officer may grant additional time at his/her discretion.
- (E) The presiding officer shall rule on presentations that are not pertinent to the subject or that are too lengthy.
- (F) A person wishing to speak shall identify himself/herself.
- (G) Hearing procedures adopted shall be printed and sent with the hearing information.
- (H) The presiding officer shall advise persons in attendance of procedures for the hearing.
- (I) Within ten working days, the Evaluation Review Committee will prepare a written final recommendation regarding the appropriate status to be assigned to the teacher education institution and/or program. The recommendation will be submitted to an appropriate representative of the teacher education institution and to the Commissioner who will submit the final recommendation to the State Board.

**Note:** Any individual with a disability may request accommodation in order to participate in a public hearing or open forum and may request the pertinent information in an accessible format. Requests for accommodation to participate in the hearing should be made at least five working days in advance of the hearing or open forum by contacting Lanny Gaston at 785-296-3906 and TTY at 785-296-6338.

## *Appendix N*

### **Request for Initial Approval of Teacher Education Programs**

#### Institution Information

Chief Executive Officer's Name \_\_\_\_\_

Chief Executive Officer's Title \_\_\_\_\_

Institution Name: \_\_\_\_\_

Institution Address: \_\_\_\_\_

Institution City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Type (private, regent, municipal): \_\_\_\_\_

Institution is Accredited by:

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

Name \_\_\_\_\_ Date of Last Visit \_\_\_\_\_

#### Education Unit Information

Unit Head's Name \_\_\_\_\_

Unit Head's Title \_\_\_\_\_

Unit Name \_\_\_\_\_

Unit Address: \_\_\_\_\_

Unit City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Is the unit accredited by NCATE? Yes/No \_\_\_\_\_

If Yes: Date of Last Visit \_\_\_\_\_

Basic: Yes/No \_\_\_\_\_ Advanced: Yes/No \_\_\_\_\_

Please provide the following information about the Education Unit and Programs

Basic skills tests used for admission to basic programs \_\_\_\_\_

Branch campuses \_\_\_\_\_

Centers administered by the unit \_\_\_\_\_

Off-campus programs administered by the unit \_\_\_\_\_

Consortia arrangements \_\_\_\_\_

The institution named above hereby applies for Kansas State Board of Education approval of new programs in the areas and at the levels indicated on the attached chart.

\_\_\_\_\_  
Signature of Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Education Unit Head

\_\_\_\_\_  
Date

## Program(s) for which Approval is Requested

Legend:    ReqApp    Requesting Approval                    Numbers    Grade Levels  
               EC        Early Childhood                    B            Basic  
               K        Kindergarten                    A            Advanced

For each program for which approval is requested, mark the Requesting Approval column, the applicable grade level(s), and whether the program is basic (B) or advanced (A).

Regulation	Program	Req App	EC	K-9	5-9	7-12	EC- 12	K- 12	B	A
91-1-87	Distributive Education									
91-1-103	Health Occupation (Voc.)									
91-1-82	Agriculture (Voc.)									
91-1-83	Aerospace Education									
91-1-84a	Art Education									
91-1-85	Bilingual/Multi-cultural									
91-1-86	Business Education:									
	Bookkeeping									
	Business Law									
	Data Processing									
	Shorthand									
	Typing									
	Office Practice									
	Business Economics									
	Business Comprehensive									
91-1-148a	Computer Studies									
91-1-88	Driver Education									
91-1-89	Early Childhood Education									
91-1-90	Elementary Education									
91-1-91	English									
91-1-91a	Middle Level English									
91-1-92	English as a Sec. Language									
91-1-101a	Middle Level Foreign Lang									
91-1-101b	Foreign Language:									
	French									
	German									
	Latin									
	Russian									
	Spanish									
	Other									
91-1-102a	Health									
91-1-104	Home Econ. (Non-Voc.)									
91-1-104a	Middle Level Home Econ.									
91-1-105	Home Econ. (Voc.)									
91-1-106	Industrial Arts									
91-1-106a	Gen. Indust. Technology									
91-1-106b	Middle Level Indust. Tech.									
91-1-106c	Auto Mechanics									
91-1-106d	Electricity/Electronics									
91-1-106e	Power & Energy Tech.									



Regulation	Program	Req App	EC	K-9	5-9	7-12	EC- 12	K- 12	B	A
91-1-106f	Plastics									
91-1-106g	Woods									
91-1-106h	Metals									
91-1-106i	Production Technology									
91-1-106j	Drafting									
91-1-106k	Graphic Arts									
91-1-106l	Visual Communications									
91-1-106m	Comp. Industrial Tech.									
91-1-108a	Mathematics									
91-1-108b	General Mathematics									
91-1-108c	Middle Level Mathematics									
91-1-109a	Music									
91-1-110a	Adapted Physical Education									
91-1-110c	Physical Education									
91-1-112c	General Science									
91-1-112d	Middle Level Science									
91-1-113b	Biology									
91-1-114a	Chemistry									
91-1-115a	Earth and Space Science									
91-1-117a	Physical Science									
91-1-118a	Physics									
91-1-119a	US Hist, Wld Hist, US Gov									
91-1-119b	Economics									
91-1-119c	Anthropology & Sociology									
91-1-119d	Geography									
91-1-119e	Comprehensive Soc. Studies									
91-1-119f	Middle Level Soc. Studies									
91-1-119g	Social Studies									
	American History									
	U. S. Government									
	Economics									
	Sociology									
	Geography									
	World History									
	Anthropology									
	Social Studies, Comp.									
91-1-120	Speech Communications									
91-1-121	Drama (Theater)									
91-1-122	Journalism									
91-1-123a	Psychology									
91-1-149	Principles of Technology									
91-1-128b	Building Administrator									
91-1-129a	District School Admin.									
91-1-127a	Supervisor									
91-1-33	Director of Special Ed.									
91-1-34	Spec. Ed. Supervisor/Coor.									



**Appendix O**  
**Kansas State Department of Education**  
**Third-Year Review of Annual Report Data**

Date:

Institution:

Location:

Standard Number and Weakness	It appears that the weakness has been adequately addressed.		It appears that the weakness has not been addressed adequately.		Annual Report response did not provide enough information to respond.	
	Basic	Advanced	Basic	Advanced	Basic	Advanced
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
<b>Weakness No.</b>	<b>Concerns/Comments</b>					